DOCUMENT RESUME

ED 077 489 JC 730 127

AUTHOR	Maxie, Francoise
TITLE	Career Education: Toward a Model for Statewide Planning. A Report of the National Dissemination Project for the Community Colleges.
INSTITUTION	Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.
NOTE	24p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Career Education; *Community Colleges; Guides; *Models; Post Secondary Education; *Program Development; *Statewide Planning

ABSTRACT

A framework for statewide career education planning is presented. The basic steps and ingredients for preplanning, planning and demonstration, and utilization and implementation are suggested. The basic career education plan should provide the following kinds of information: curriculum philosophies; Innovational program thrusts; input and feedback: procedures, agencies, groups; evaluation and review mechanisms. It would appear from a review of the basic career education plan that planning and demonstration activities should probably begin in innovational program thrusts, move quickly into input and feedback, and then gradually include evaluation and review mechanisms. The emphasis on utilization and implementation will probably be on input and feedback, followed by evaluation. A brief case study of career education services in the State of Washington is provided. (DB)

ED 071489

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

CAREER EDUCATION:

TOWARD A MODEL FOR

STATEWIDE PLANNING

JC 730 127

A Report of the

National Dissemination Project

for the Community Colleges

By: Francoise Maxie
Washington State Board
for Community College
Education
Research and Planning
Project
Seattle, Washington

FOREWORD

This report was prepared by the National Dissemination Project to suggest ways in which community college systems might better serve the needs of minority and disadvantaged students through planning.

The National Dissemination Project is an outgrowth of ten earlier Office of Economic Opportunity projects undertaken by state community college agencies to develop comprehensive planning capacities to serve the disadvantaged and to provide institutional support in program development. It has become obvious from the high drop out rate alone, which often approaches 90 percent for disadvantaged students compared with a 30 percent attrition rate for other students, that community colleges are not successfully meeting the educational and career needs of disadvantaged students. New approaches and new planning efforts are a critical need.

The lessons learned in the OEO planning projects as well as in other innovative programs and projects across the nation have been assessed by the National Dissemination Project. In total, visits have been made to over 100 community colleges in 16 states, and contacts established with state directors and concerned groups and agencies.

In this report, a framework for statewide career education planning is presented. The basic steps and ingredients for pre-planning, planning and demonstration, and utilization and implementation are suggested, based on current knowledge. A separate

report has been prepared which deals in a more general way with career education concepts and components.

It is hoped that this report will serve as an introduction and a focus for concern. The National Dissemination Project will continue to provide resource information between now and August 1, 1973, in helping individuals, colleges, and systems better serve minority and disadvantaged students. This will be done by providing information, contacts, and assistance in planning for change. For further information contact:

Mrs. Francoise Maxie
Career Education Specialist
Research and Planning Office
Washington State Board for
Community College Education
2722 Eastlake Avenue East
Seattle, Washington 98102
Telephone: (206) 464-7081

INTRODUCTION

The field of career education today contains many examples of concepts, research studies, policy and position papers, and local or regional demonstration models. The translation of all these elements into a universal system of education is going to be a massive undertaking; this effort may have to be sustained through the 1970's, and perhaps even the early 1980's. Yet is is clear that this is the only way in which career education can become a meaningful reality: all the ingredients that can add to the system's effectiveness will have to be combined and tested in a unified educational program, if the promises of the proponents of career education are to be fulfilled.

The critical need--and, at present, the areas in which developments are most conspicuously absent--is in statewide planning. Only at this level can overall policies and procedures be developed which integrate the goals of the secondary, community college, and the university sectors; only through statewide planning can problems not specific to school, county, and local contexts be defined and solved. Given the commitment to active cooperation between state-level agencies, leadership can be demonstrated for devising local solutions; technical assistance can be provided, enabling procedures and statewide legislation can be recommended and implemented. Thus, statewide planning for career education may be the only way to meet the objective stated in the first paragraph; without it, we may look forward to more

concepts, research, and demonstration, but little movement towards applying these results.

This paper presents a schema, or overview, of a statewide planning process as applied to career education, as developed from a review of the materials available in the area. This schema is illustrated by the specific format developed at the State of Washington, which is one state (at the time of writing) where this kind of planning effort is currently under way. The point is not that this is the only, or even the best, way to go about developing career education programs at the post-secondary level; it is, rather, that only a similar state-level, inter-agency effort will actually result in a new "career education" system for all sectors of education by the 1980's.

THE BASIC APPROACH

Assuming that commitment to developing a statewide approach to career education (through funding, personnel, and executive support) has been made by all major statewide agencies concerned with academic and vocational education, three major phases can be defined for planning:

A. PRE-PLANNING: Review existing concepts, arrangements, procedures in all sectors of education as they apply to career education, in a systematic fashion, to produce a Basic Career Education Plan. (1 to 1 1/2 years)

B. PLANNING AND DEMONSTRATION: Test advanced models and approaches through local demonstration projects, develop guidelines and procedures and apply them in experimental situations, try out innovative approaches with non-educational sectors (industry, community, "disadvantaged" recruits and community groups), evaluate results of demonstrations and experiments. (2 to 3 years)

C. UTILIZATION AND IMPLEMENTATION: Apply results of demonstrations for field-testing overall program changes in educational systems; develop local, regional, and statewide manuals, models, and procedures; seek enabling legislation where needed to implement recommendations; disseminate findings, and train (or re-train) faculty and education personnel. (2 to 3 years)

It is possible that different areas of career education activity could be in different phases of development at the same time; "guidance curricula," for example, being already demonstrated or implemented while "forecast models" are only just being researched. This is not recommended, and should (as far as possible) be avoided in drawing up PERT-charts and flow-diagrams for statewide activity. Otherwise, all aspects of a career education system cannot be uniformly developed, and consistently applied, as part of an overall "change strategy."

PHASE A: PRE PLANNING

This phase is described in detail in a separate National Dissemination Project report: "Career Education: Concepts, Components, and Planning." As stated earlier, pre-planning is a pre-condition of successful planning for career education, and may itself require careful design: a "plan to plan" approach, at least as systematic as the final product of pre-planning--the Basic Career Education Plan--is expected to be.

The Basic Career Education Plan

The types of Basic Career Education Plan that could be adopted after pre-planning would, naturally, depend upon the circumstances of each state, and the jurisdiction of participating agencies. However, it is clear that, for completeness, such a plan should provide the following kinds of information:

1. Curriculum Philosophies

   The broad goals of each sector of education, as re-defined to reflect career education goals, broken down as far as possible by major division, academic sub-sector, or educational activity (e.g. academic two-year, community service, four-years Arts and Science).

   An orchestration of these goals by participating agencies against the broad goals of career education, perhaps by use of a technique such as the "Relevance Matrix," is recommended.

2. Innovational Program Thrusts

A careful identification, again by sector of education, of those areas where innovation/demonstration will yield results which would best promote career education systems--if possible, identifying a rank-order of priorities by educational sector, and "matching" these areas with available research/demonstration thrusts. Again, careful orchestration is necessary to avoid duplication of effort.

3. Input and Feedback: Procedures, Agencies, Groups.

An itemization of local, regional, and statewide groups that are to be involved formally in implementing career education objectives (e.g. representatives of minority/disadvantaged groups, industrial advisory committees, college personnel in key areas.) The Basic Plan should provide clear identification on (a) how these groups are to be involved in career education planning (b) what procedures are to be initiated, over the short and long-run, to ensure that they will be able to participate effectively.

4. Evaluation and Review Mechanisms

Perhaps in conjunction with (3) in pre-planning, a system (or set of systems) for evaluating progress in implementing parts of the Basic Career Education Plan, and also reviewing the Plan as a whole. Some evaluation and review procedures would be natural "outcomes" of Plan

thrusts, but others may have to be built into the plan to prevent "self-validating error," (i.e. success being self-defined and justified, because of the way in which objectives were formulated.)

To be complete, a Basic Career Education Plan should include all or most of the concepts mentioned in the "Career Education: Concepts, Components, and Planning" report as translated for each sector of education. Also, planning techniques for orchestrating all elements of the Plan to conform to each other's goals should be explicitly used. Without orchestration and completeness, a statewide planning effort will be an exercise in futility.

PHASE B: PLANNING AND DEMONSTRATION

Given a statewide Basic Career Education Plan which comprehensively covers the points (1) through (5), Phase B can begin. An initial PERT-chart format to cover this stage, detailing specific tasks for agencies and local/regional staff on a "management-by-objectives" basis, would be adequate for monitoring progress in Phase B.

A review of the Basic Career Education Plan format will suggest that planning and demonstration activities should probably begin in (2), quickly pick up with related developments in (3), and move more gradually into area (4). (1) is primarily a "control" area, to be used to project into Phase B; the "philosophies" could be reviewed at the end of a major segment of "Planning and Demonstration," to reflect any changes in consensus that may have occurred as a result of in-state or out-of-state developments outside of the Plan.

The review of (1) should preferably not take place more than once a year, otherwise the use of these "philosophical" criteria for assessing the direction of progress in career education may be compromised. However, they can be applied at more frequent intervals at local and regional levels, to test specific approaches to locally-derived concerns in career education; and their use in this manner may be valuable in the later stages of "planning and demonstration."

PHASE C: UTILIZATION AND IMPLEMENTATION

It may be risky to speculate on Phase C, because this stage lies well beyond the limits attained by any educational innovation in career education; while some limited planning and demonstration has taken place, few career education concepts or models have been universally implemented on a statewide basis for all sectors of education.

What experience is available, from general literature on "universalization" of innovations, suggests patterns by which a Phase C strategy could be devised. The emphasis will probably be on area (3) of the Basic Career Education Plan, by contrast to Phase B; the participation of personnel in planning and implementation could be developed into "training" in career education procedures, lowering the cost and time-span of training--some "self-training" would already have been accomplished if Phase B was properly planned. (4), or Evaluation, would yield the results for implementation and statewide legislative action, after being channeled through the groups defined in (3). Because of the "leadership" phenomenon diffusion of innovations, one problem that might occur is that the "leaders" of demonstration projects under Phase B might be in an especially favorable position to implement their own results in Phase C. To "compensate" for this procedure, in the interests of equity and universalization, "implementation funding" should be guidelined to put higher priority in non-demonstration sectors of education, as part of a long-range phasing of funding patterns.

CASE STUDY: THE STATE OF WASHINGTON

In the State of Washington, a coordinated effort between the Office of the Superintendent of Public Instruction, the Coordinating Council for Occupational Education, began in December, 1972, to develop a joint approach to planning and providing career education services for the State of Washington.

At present, the sector that is clearly unrepresented in the state is the four-year college and university sector. This is because emphasis is being placed on the "lower" end of the Career Education spectrum, as representing the most critical area for career education planning. The degree to which "self-planning" occurs at the higher levels, and the evaluation of the effectiveness of self-planning for baccalauriate and graduate/professional training objectives, has not been fully researched and substantiated. Until this occurs, the available sources of ideas and experiences will remain concentrated at lower-division, secondary and vocational levels.

The two year, or community, college is seen in the State of Washington as a critical "pivot" in planning, at the present state of knowledge regarding career education. This is because many vocational and skill areas extend into the post-secondary area by way of terminal programs at the community college level; at the same time, the "academic transfer" component in community college programming provides at least an opening to the upper reaches of "academe," so that a good plan for career education in the community colleges will provide the basis for low-income groups.

The pre-planning approach developed for the community college sector in the State of Washington is shown on Chart 1, page 12. It presents, in PERT-chart form, the way in which different areas of concern are to be combined over time to produce a Basic Career Education Plan as specified earlier in this report. This plan was developed by D.K. Das and Francoise Maxie specifically for the community college sector, and was presented to representatives of the other agencies as a basis for developing joint strategy.

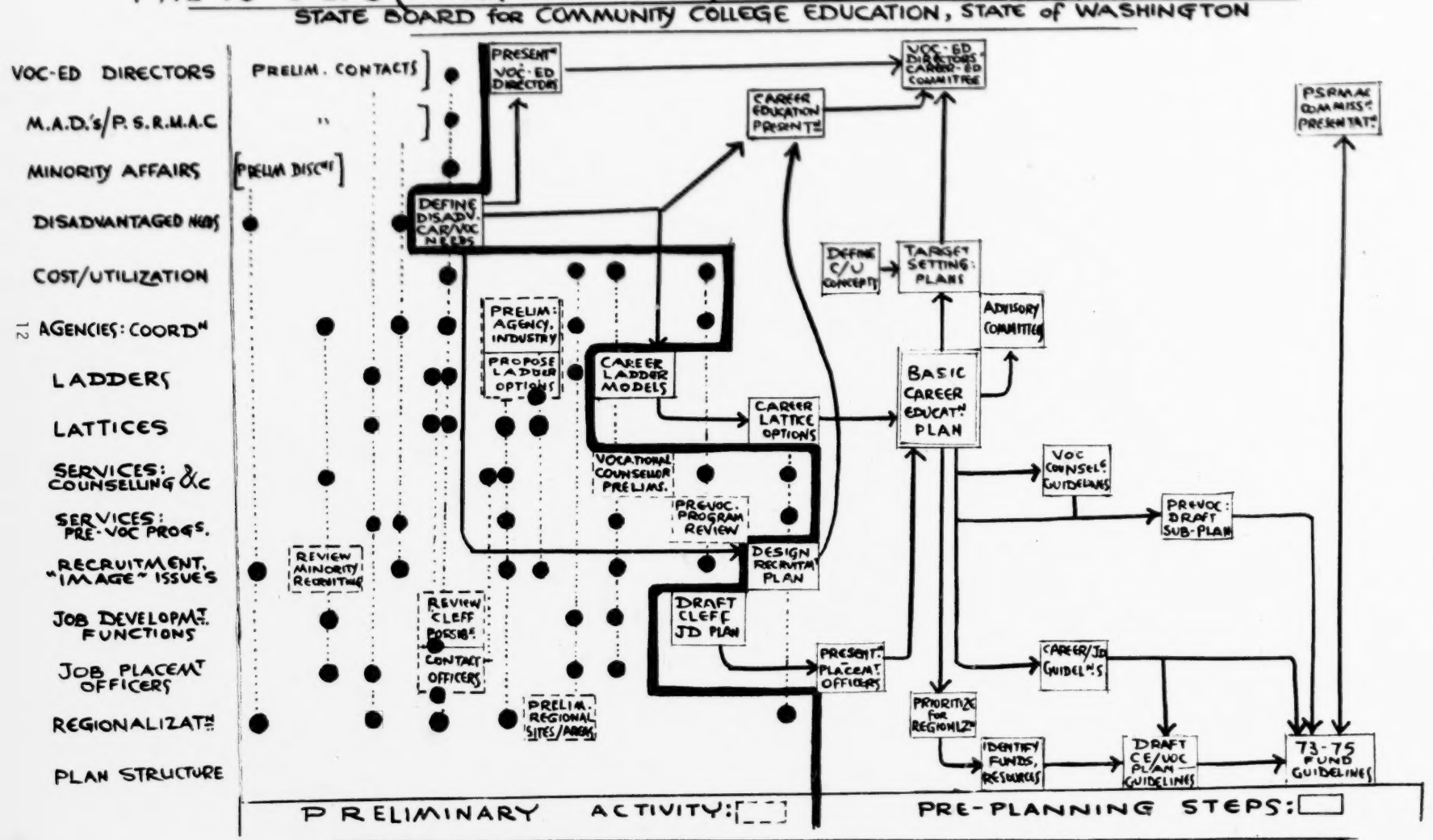
Appendix A shows the list of goals and objectives developed in the initial joint meetings. They represent a first step towards joint inter-agency planning, and are thus only a beginning of the pre-planning process.

Appendix B shows an outline, in general form, for the "planning and demonstration" phase, or Phase B, for the State of Washington's two year colleges. It was possible to lay out these specifications for Phase B in advance, because some of the major thrusts under the Basic Career Education Plan for community colleges had already been identified by this state of pre-planning. However, this should be taken as a 'hypothetical' document, which will have to be rewritten after Phase A is fully completed, and is included here purely as an example of Phase B activities.

FRANÇOISE MAXIE, CAREER EDUCATION SPECIALIST

1972-73 STEPS (PRELIM. & PRE-PLANNING) for 1973-75 CAREER EDUCATION PLAN

STATE BOARD for COMMUNITY COLLEGE EDUCATION, STATE of WASHINGTON



● = AREAS of SPECIAL CONCERN for INDICATED PRELIMINARY ACTIVITIES (from RELEVANCE MATRIX)

CONCLUSION

With statewide planning in the post-secondary education system only just beginning to get under way in this country, it is not suprising that career education has not been "planned" on a statewide basis. Yet, this is one area where it is essential; in fact, without statewide planning, few of the goals of career education can be attempted, let alone met.

The overall approach sketched in this paper provides an approach for translating the concepts already developed in the "Career Education: Concepts, Components, and Planning" report into general application. The efforts now under way in the State of Washington, presented as a case study, indicate that at least a beginning to statewide planning in career education is possible.

APPENDIX A

Preliminary Goals Agreed in
School/College/Voc-Ed Council Meetings,
State of Washington, December, 1972

GOAL

The career education concept will be an integrai part of instructional programs in the common school and college districts.

SUGGESTED ACTIVITIES FOR ACHIEVEMENT OF THE GOAL

1. In-service/Pre-service training (administrators, teachers, counselors).
2. Vertical and horizontal communications among and between institutions.
3. Career awareness, exploration, preparation (11-14) (coordination of work experience/study skills).
4. Job placement/development.
5. Referral to post-secondary education.
6. Referral to appropriate secondary school programs.
7. Open-entry/Open exit.
8. Ladders and Lattices.

GOAL

A state clearinghouse for information on career education will be made available for school personnel.

SUGGESTED IDEAS

1. Location?
2. Staff?
3. Curriculum materials.
4. Teaching methods and ideas.
5. Aggressive role in dissemination of information.
6. Provision for printing.
7. Proposal writing and proposal assistance.

GOAL

Flexible curriculum to meet changing student needs will be determined by systematically assessing and forecasting socio-economic trends.

SUGGESTED ACTIVITIES FOR ACHIEVEMENT OF THE GOAL

1. Manpower mobility.
2. Phase out obsolete courses (voc-tech, high, community college).
3. Credits for work experience.
4. Proficiency testing.
5. Phase in new courses and programs to meet emerging needs.
6. Articulate high school skill training with post-high school skill training to the extent that advance placement is a reality.

GOAL

Assist common school and college districts to provide appropriate career counseling and guidance activities at the appropriate times enabling each student a sequential career development plan.

SUGGESTED ACTIVITIES FOR ACHIEVEMENT OF GOAL

1. Develop career choice theories.
2. Develop testing procedures (GATB-OVIS-CLEFF JOB MATCHING SYSTEM).
3. Computerized information system.
4. Develop experience guidelines for career education counseling.
5. Develop guidance related classroom activities.

GOAL

To develop a communication and evaluation system with community, parent, students, and educators to assure future growth and redirection if necessary.

SUGGESTED IDEAS

1. Increase use of advisory groups.
2. More involvement with community resources.
3. Community involvement.
4. Placement and follow-up activities.
5. Recruitment.

APPENDIX B

Format for 1973-1975

"Planning and Demonstration" Phase,

State of Washington (Two-Year Colleges)

CAREER/VOC OPPORTUNITIES

COLLEGE State Board for Community College Education

OBJECTIVE (RESULTS EXPECTED)

CREATE CAREER/VOC OPPORTUNITIES FOR DISADVANTAGED.

PROGRAM/PROJECT DIRECTOR

Francoise Maxie
(Career Ed. Specialist)

TOTAL BUDGET REQUEST $341,250

PLANNED COMPLETION DATE June 30, 1975

Project or Item Number	Steps or Courses of Action Needed to Achieve the Objective	Person Responsible	SELECTED FUNDING CATEGORIES ITEMS	Budget Request
1	Use of CCOE/CLEFF Long-Range Forecasting Model.			
1.1	Develop applications for (a) identifying and prioritizing skill areas especially relevant to recruitment of minority/disadvantaged; (b) targeting and job-counseling instruments, for use by recruiters and campus counselors for disadvantaged.			
1.2	Run demonstration projects at 3-5 selected campuses from 1.1 by 1/31/74, to test prioritizing and targeting success.			
1.3	Disseminate results from 1.2 to 10-20 campuses, grouped or ungrouped for regional planning (see 2), by 6/30/74.			
2	Local, regional, and statewide committees for career education planning of disadvantaged needs.			
2.1	Establish common skill categories to articulate recruitment, training, and placement of disadvantaged. (from CCOE/CLEFF model)			
2.2	Construct campus and regional models for committees and/or planning groups to (a) use skill categories 2.1; (b) develop coordinated procedures from (a).			

CAREER/VOC OPPORTUNITITES (cont'd-Page 2)

COLLEGE
State Board for Community College Education

OBJECTIVE (RESULTS EXPECTED):

CREATE CAREER/VOC OPPORTUNITIES FOR DISADVANTAGED.

PROGRAM/PROJECT DIRECTOR

Francoise Maxie
(Career Ed. Specialist)

TOTAL BUDGET REQUEST $341,250

PLANNED COMPLETION DATE June 30, 1975

Project or Item Number	Steps or courses of Action Needed to Achieve the Objective	Person Responsible	SELECTED FUNDING CATEGORIES	
			ITEM	Budget Request
2.3	Assist in setting up local, regional, and statewide committees based on 2.1 and 2.2 by 6/30/74			
3	Construct Career Education Ladders and Lattices in skill areas defined in 1.1 (a) for disadvantaged.			
3.1	Develop trial clustering systems for occupational training in skill areas 1.1 (a); test clustering by use of training parameters in CCOE/Cleff model, disseminate results to Voc. Ed. Directors of Community Colleges.			
3.2	Organize curriculum committees to (a) develop restructured vocational curricula based on 3.1; (b) develop and/or recommend 3-5 career ladders in 1.1 (a), using 3.2 (a).			
3.3	Demonstrate 1-3 Career Ladder models at 3-5 selected campuses, by 6/30/74, disseminate findings to 10-20 campuses, assist in implementation of Career Ladders by 6/30/75.			
3.4	Construct 2-4 Career Lattices between (a) demonstrated Career Ladder models 3.3 (b) skill areas 1.1 (a), and other skill areas not primarily applicable to minority/disadvantaged by 1/30/75.			

CAREER/VOC OPPORTUNITIES (cont'd-Page 3)

COLLEGE
State Board for Community College Education

OBJECTIVE (RESULTS EXPECTED):

CREATE CAREER/VOC OPPORTUNITIES FOR DISADVANTAGED

PROGRAM/PROJECT DIRECTOR

Francoise Maxie
(Career Ed. Specialist)

TOTAL BUDGET REQUEST $341,250

PLANNED COMPLETION DATE June 30, 1975

Project or Item Number	Steps or Courses of Action Needed to Achieve the Objective	Person Responsible
3.5	Extend scope of local, regional, statewide planning committees 2.2 by coordination of Ladder and Lattice execution at 10-20 campuses by 6/30/75	
4	Promote Utilization of parallel/supplementary programs and specialized Career Education services for disadvantaged.	
4.1	Identify, and develop models for, (a) special parallel/supplementary programs; (b) specialized Career Education services, to maximize recruitment, retention, and successful completion of Career Education programs by disadvantaged, by 1/30/74.	
4.2	Test models for local, regional, and statewide applicability by (a) research (b) discussion, and dissemination by 6/30/74	
4.3	Extend scope of planning committees 2.2 beyond 3.5, by discussion and implementation of 4.2, by 1/30/75	
4.4	Establishment of parallel/supplementary programs, specialized Career Education services, or/and disseminate findings of demonstrations, to campuses successfully completing 1.2 or 1.3, 2.2, 3.3, 3.5, by 6/30/75	

SELECTED FUNDING CATEGORIES

ITEM	Budget Request
Research projects (model development, criteria validation, curriculum analysis, testing):	$50,000
Special/demonstration project funds:	$150,000
Regional, statewide organizational planning funds	$25,000